

1976-77
Report of

The Ohio
State University

and
Annual
Financial
Review

1976-77 Report of The Ohio State University and Annual Financial Review

As The Ohio State University faces the future, it is a much-changed university compared to five years ago. In the first section of this report, University President Harold L. Enarson takes a look back at the road traveled to understand the road ahead. His message — A Perspective on Change at The Ohio State University — originally was prepared for presentation to the University Senate on October 15, 1977. The second section of this three-part report summarizes the highlights of the 1976-77 year. The final section of this report presents the Annual Financial Review.

Contents

A perspective on change	2
Highlights of 1976-77	14
Financial review	24
Balance sheet	28
Current income and expenses	30
Trustees and President's Staff	32

A perspective on change at The Ohio State University

Several James Thurber cartoons adorn one wall of my office. My favorite shows a shrewish woman confronting a sullen man sitting half-dressed on the edge of the bed. She says, "Why Don't You Get Dressed, Then, and Go to Pieces Like a Man?" Why this tender vignette of masculine executive frailty should appeal to me as I pondered the state of the University I leave to your imagination.

The search for perspective about this complex University goes to the heart of presidential responsibility. Few tasks are more important and none more difficult.

I thought of the University in terms of metaphor—perhaps a ship in a rough sea. And then thought better of it. Not a ship, but an armada—a fleet of ships joined by stuttering systems of communication and purposes inadequately understood, indifferently shared. The metaphor soon collapsed, as all metaphors do. Except on two counts: the seas are indeed rough, and the distant shores only dimly seen.

We need the saving grace of perspective

In truth no metaphor nor any facile description serves us well. We are more than mere conglomerate, less than true community. We are less like a corporation than a church, but essentially unlike either. If we are not an armada coursing rough seas, we are also not simply a fragmented organization held together only by plumbing and parking and payroll systems. We have an institutional mission and role, people to be served, and

challenges to be met. We are, collectively, The Ohio State University, and your job, even as mine, is to join in the shared task of building a better University.

A year ago, I spoke of several major concerns: budget cuts and inflation-eroded budgets, the coming decline in the number of high school students, the slippage in contract research volume, the declining job market for our graduate students, the fragmented curriculum, and the red tape of encroaching federal regulation.

Not one of these concerns has vanished. If anything our concerns have intensified. But to rail against the fates is not enough. We all need the saving grace of perspective—no one more than your president.

A university needs to know where it stands

I began preparing these remarks the week before the new freshman class arrived. The campus was deserted. My office was quiet. Without students or faculty or an insistent telephone, it was a good time to attempt the "unthinkable"—to really think about the state of the University.

As I mulled things over in that quiet atmosphere, it seemed to me that the state of The Ohio State University was generally good.

Our enrollment prospects were bright for the coming year. Our libraries are the best they have ever been, both in quality of facilities and in collections. It had been a good year for recruiting new faculty and new academic leaders. Small investments

in campus beautification had paid off handsomely; I thought that the campus generally had never looked better. The physical barriers to the handicapped were slowly but surely coming down. And, among other bright spots, we had enjoyed our best year yet in private fund-raising and in attracting National Merit Scholars.

Somehow, though, this kind of review struck me as superficial. A university needs to know where it stands in the flow of things. Changes in a place this size, basic changes for better or worse, tend to be imperceptible. We are not measured as the football team is each Saturday. It isn't until we step back that we can bring significant trends into focus or spot substantial achievements and equally substantial failures.

This is a much-changed University

So as I begin my sixth year as president, I have tried the painful exercise of looking back. How has OSU changed in the past five years?

Relax! This is not going to be a list of personal achievements, nor will it be a contrite admission of failures, alleged or real. One can neither claim credit for many of the successes nor escape blame for some of the failures. You and I—faculty, staff, and students—have been in this enterprise together. There is surely enough success and failure to be shared by all.

As we look back five years, we see that this really is a much-changed University. And I think you will discover, as I did, that a backward look at the road traveled helps us better understand the road ahead.

Looking back at the road traveled

Recall with me the mood of the country and the campus as it was in the autumn of 1972:

Richard Nixon is nominated for a second term "clad in an aura of invincibility," as one reporter puts it. A landslide is predicted, and Newsweek speculates that Agnew is being groomed for the presidential race of 1976.

Irregularities in GOP campaign finances are linked to the Watergate break-in. But thus far the scandal is confined to minor officials.

Mark Spitz and Olga Korbut are the stars of the Munich Olympics, until Arab terrorists grab the headlines. Suddenly the world becomes security-conscious. American Airlines and TWA begin inspecting purses and carry-on luggage.

Secretary Kissinger meets in Paris with the North Vietnamese. General Haig meets in Saigon with President Thieu. Three American POWs are released. Peace is rumored.

On the campus, freshman enrollment in engineering is down 20 percent from the preceding year. The Trustees approve plans to rebuild University Hall. And Drake Union opens, amid student concern about whether a beer permit will be issued.

The war and the years of student unrest are much on our minds in 1972. Following an incident at Kent State, a Lantern headline



Harold L. Enarson
President



asks: "Are there really undercover agents on campus?" The University provides a draft counselor to help students understand their options. And that fall's campus speakers include Daniel Ellsberg, Alvin Toffler, and Bernadette Devlin.

But student interests are shifting to other things—concern for the environment, health foods and water beds, recycling and TM.

Looking at where we are now

Now, five years later, both the country and the campus have changed more than we realize. At Ohio State today we have:

- Older students, one-fourth of whom are 25 years old or older.
- More women, especially in the professional colleges. Today 44 percent of our students are women compared to 39 percent in 1972.
- More minority students, up 1,100 to approximately 3,540.
- More student aid available—from \$11.1 million to \$18 million—and more students aided, from 17,000 to 21,000.
- More National Merit and National Achievement Scholars, up from 39 to 189.
- Relatively stable total enrollment but significant shifts in some fields, reflecting student preoccupation with getting a job. For example, administrative science is up

34 percent, education is down 41 percent; agriculture up 31 percent, the Colleges of the Arts and Sciences down 17 percent.

- Library holdings greater by more than 600,000 volumes.
- A 66 percent increase in private gifts, from \$5.3 million to \$9.8 million, and nearly 10,000 more donors.
- Major improvements in our facilities, including University Hall, Dulles Hall, Independence Hall, the Journalism Building, and Larkins Hall, to name a few.

Five years ago there was no Program 60 or focused effort to respond to the needs of senior citizens. Today our program is the model for all of Ohio. Today the campus includes an Office for the Physically Impaired, Offices of Women's Studies and Women's Programs, a separate College of Social Work, and other programs and organizational units that did not exist in 1972. Today we serve a different clientele with different interests, as these few highlights make clear.

To conclude this five-year review, I remind you that in 1972 the University Senate was only then reconstituted with a new membership which included students. Perhaps nowhere in the University is the shift in attitudes more pronounced, or more encouraging, than in the work of the Senate. The Senate has moved away from squabbling and bickering about its organization and membership and begun to address major issues. Today it is a functioning organization, thanks largely to the new cooperative attitude of students and the response, in kind, by faculty.

Imagine what lies within our grasp

In sum, this is not the same University it was in 1972, nor will it be the same five years from now.

What lies ahead? Let's imagine two quite contrasting scenarios. One scenario might go something like this:

I can see a reinvigorated curriculum, with less emphasis on extremes of specialization and more stress on fresh contributions bridging the conventional disciplines.

There is a solid bridge between the world of work and the University.

Faculty salaries are high enough to attract and hold the best academic talent; student fees are low enough to keep the door open to those who should be here.

There is a flourishing evening program, with courses and procedures tailored to the needs of students—especially working adults—rather than to the convenience of the University.

Strong career counseling is available to students beginning their academic programs, and improved placement services are available for graduates.

National recognition for academic—as well as athletic—excellence. Larger representation in the National Academy of Sciences and similar groups of distinguished scholars.

Women, minorities, and the physically impaired—both students and employees—are full partners in all that we do here.

Excellence in the arts. A cultural climate that is alive and vital.

Avenues of growth and reward for promising faculty and administrators, accompanied by the courage to make critical judgments about those who are inept or indifferent to their responsibilities.

Endowed chairs and professorships in all colleges.

Private gifts totaling \$20 million annually—double our present level.

Two thousand or more international students, interacting with the campus and community, each "adopted" by a Columbus family, each with campus friends.

Civility and rationality the expected standard in all campus relationships.

A vigorous research program, especially in energy, health, and other critical areas, testifying to the problem-solving interests and capacities of our faculty.

All students successfully challenged to develop recreational skills that will go with them through life.

A beautiful campus setting in which to teach and learn matched by a compassionate and humane atmosphere.

I need not go on—except to say that such a future is within our grasp.

A bright future or an academic swamp?

The scenario for the future could be quite different, however. The portrait of The Ohio State University might look something like this five years from now:

Festering student and public dissatisfaction with courses that are out-of-date or appear to lead to nowhere.

Liberal education withering rapidly under the hot demands of students, parents, and government for education that is immediately "practical."

The curriculum has become a hopelessly jumbled cafeteria of 10,000 courses.

Students are going elsewhere because we did not respond to change. Enrollment drops, budget drops, massive faculty and staff layoffs follow.

Fewer minorities and women enrolled; affirmative action at a stand-still.

Like Gulliver, the University virtually immobilized by a net of laws and government regulations.

Administrators and faculty dragged in and out of court, their decisions challenged in lengthy legal proceedings.

Obsolescence of equipment in science and engineering laboratories; deterioration in the quality of the libraries; deterioration of the physical plant because of failure of the state to fund major maintenance and renovation.



Research dollars flowing to the sunbelt states and a few chosen universities.

The tenure system allowed to become a haven for incompetence as people at all levels of the process abdicate their responsibility to make hard decisions.

The free expression of opinion exists in name only. The most important issues of the age are the least discussed. Fear of harassment makes people fearful of becoming involved. The stage is vacated to those most fanatical in their views, most strident in debate, most irresponsible in their conduct.

Which scenario awaits Ohio State, the bright future I described a moment ago, or the academic swamp? Probably something in between. Admittedly my scenarios are overdrawn to make a point.

Shaping the future by default or by action

One thing is certain: there will be change. By obsessive attention to narrow self-interest and unwillingness to respond to change, we can let the future happen by default and accept the consequences. Or we can work together to shape the kind of future we want. If we do not, others will shape it for us.

Where do we begin? First we need to take stock of where we are in the autumn of 1977.

- **Budget.** Action by the General Assembly was disappointing but not devastating. We received a 4.9 percent increase in instructional subsidy. Our total

budget for 1977-78 is \$382.4 million. Of this amount, \$202.1 million is for the Instruction and General and Regional Campus budgets. This should enable us to meet inflation, but no more than that.

While I am talking about budget, let me digress a moment. I want to underscore two things. They have been said many times before but the message apparently isn't getting through.

1. Money for our athletic program does not—repeat, not—come from departmental funds for teaching and research. Athletics at Ohio State are self-supporting.

2. Money for buildings, renovation, and other physical improvements cannot—repeat, cannot—be used to pay faculty salaries and run departments. Funds for buildings and funds for operations come from different state appropriations. They must be kept separate.

• **Faculty salaries.** This year we were able to increase faculty salaries as a whole by 5.7 percent. Last year our average salaries for professors ranked fifth in the Big Ten, third for associate professors, second for assistant professors, and first for instructors. Comparable figures for 1977-78 are not yet available, but we do not expect our rankings to change much.

• **Student fees.** Since state appropriations fell \$2 million short of the level needed to prevent a fee increase, student fees went up. Quarterly fees for undergraduates rose from \$280 to \$305 for resident students and from \$630 to \$675 for nonresidents. Fees for graduate and professional students also rose.

Painful as they seem, these increases need to be kept in perspective. Among Big Ten schools (excluding Northwestern) fees for resident undergraduates at Ohio State rank fifth. Among 11 public universities in Ohio, our resident undergraduate fees rank fourth. And in terms of constant dollars, student fees are actually lower now than they were in 1970.

Nonetheless, our position remains unchanged: student fees at Ohio's public universities are still too high in a state whose potential for support is as great as it is in Ohio.

• **Enrollment.** Our total enrollment this autumn is 55,543, about 1,000 more than we had last year. The number of freshmen increased about 470; graduate enrollment was up about 450; and professional enrollment remained about the same. Overall, the numbers are about where they should be.

But the demographic data bear repeating. In four years the drop in the number of Ohio high school graduates will be a sharp one. Eight percent is one forecast. Since our state support is linked to enrollment, an eight percent downturn in our enrollment could mean a drop of more than 4,000 students! Major budget and staffing problems would follow.

Will we be flexible and imaginative enough to find ways to take up the potential slack? I don't think we can live in the blind faith that we will automatically draw a disproportionately larger share of the smaller pool of high school graduates.





The possibility of declining enrollments has been preceded by the reality of the declining competence of entering freshmen in writing and mathematics skills. The students needing extra help in these skills are here now. More are coming. And the costs for this assistance are rising.

• **Research.** Our research volume for 1976-77, as reported by the Research Foundation, was \$24.9 million. This compares with \$23.1 million for the preceding year. The number of projects rose from 745 to 809, in part because faculty were more active in submitting proposals.

• **Capital improvements.** The General Assembly passed a capital improvements bill that includes \$32.4 million for Ohio State. Specifically, the bill provides \$4.9 million for utilities and renovation; \$13.2 million for an agronomy, natural resources, and plant pathology building; \$13 million for renovating University Hospital; \$1 million for our Comprehensive Cancer Center; and \$300,000 for other purposes.

We are near the end of an era of expansion. There are still some old buildings which must be replaced, notably the Sawtooth Building and Ives Hall, and next year we will resubmit our request for funds to replace them.

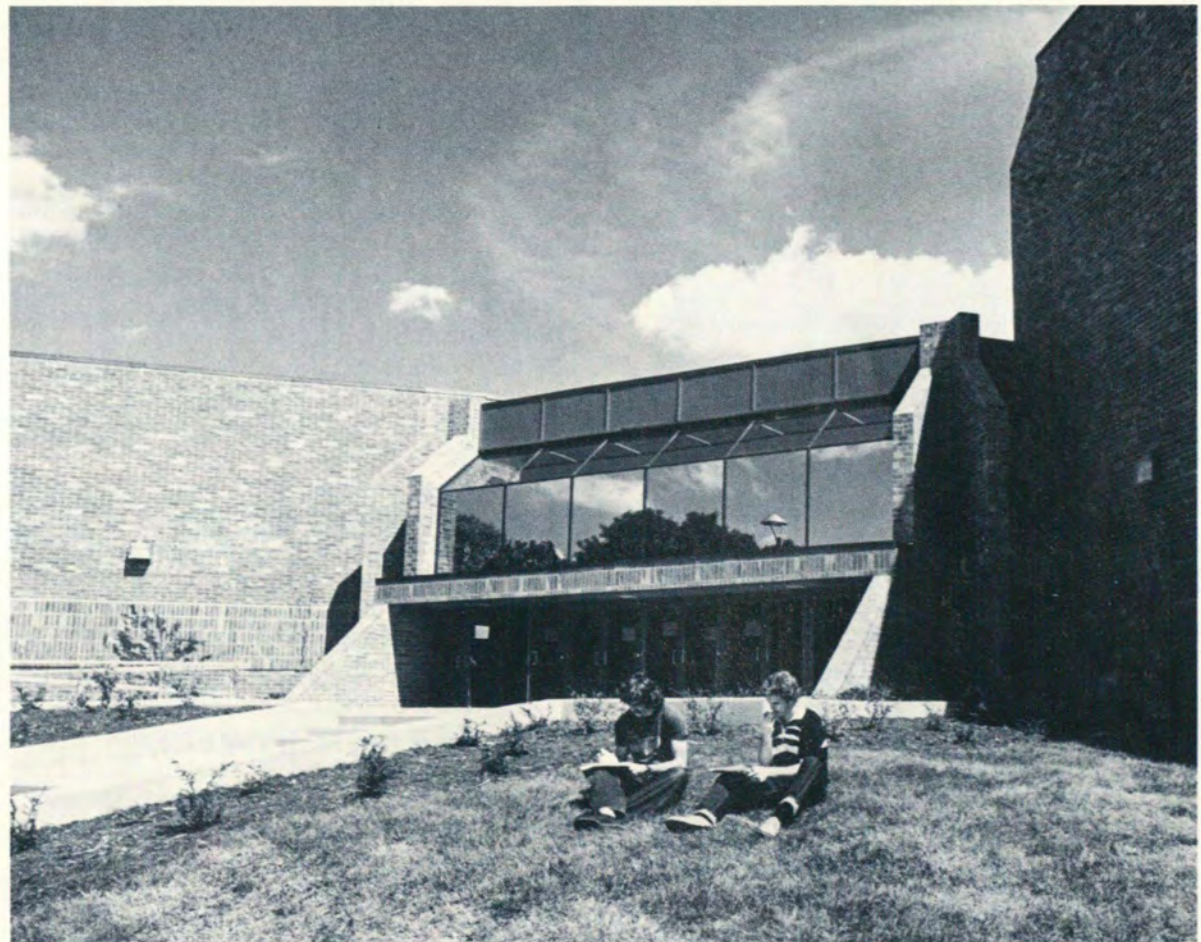
But the theme of our capital requests in the foreseeable future will be renovate and remodel. We must ensure that the buildings we do have are kept up-to-date and fully usable.

Overall we are well served by our physical plant. The dedication of Larkins Hall marked the completion of a major program to provide students and faculty with recreational facilities as fine as any in the country. The new library facilities are now in use. The major addition to Rhodes Hall—University Hospital is well under way. The addition to Mershon Auditorium will provide the College of the Arts and the School of Music with much-needed rehearsal and performance facilities. And if you have not yet taken time to stroll through Mirror Lake hollow and enjoy the renewed beauty of that setting, you owe it to yourself to do so.

- **Accessibility.** We continue to press for new ways and better results in our efforts to make the University accessible to women, minorities, and the physically impaired.

Our Freshman Foundation Program is now the largest minority undergraduate recruitment program in the country, enrolling more than 450 students this fall. Efforts to recruit Hispanic students have been stepped up, and the Office of Minority Affairs has started a Program for Progress designed to bring 100 academically talented minority high school seniors to the campus this fall.

- **Image.** As we take a few moments to look at ourselves, it is important to know how others perceive us. Two studies completed during the past year give us some insight.





In a study of Ohio opinion leaders, Ohio State was rated a good-to-excellent university, and the response to specific questions about the job we are doing was solidly positive. In a second study, conducted to provide guidance for our fund-raising program, the comments of the leadership group surveyed reflected pride in the University and enthusiasm for its accomplishments. I find these endorsements particularly encouraging in these times when the ever-present uncertainties of University finance command much of our energy and attention.

We have looked back at autumn 1972, compared it to autumn 1977, and noted the sweep of change. We have sketched two scenarios of the future, one bright, the other dismal. And we have taken stock of where we are today.

Accepting the responsibility for self-renewal

Where do we go from here? You and I—all of us—will shape the future of Ohio State. What must be done to realize our best aspirations?

First, ways must be found for faculty and staff to see to their own renewal. Recently the Board of Trustees, upon my recommendation, approved a professional leave program for faculty, an option which had not been open to us until the legislature acted this year. This program is a modest one, however.

Ultimately the main avenue through which individual vitality is preserved must continue to be self-renewal by individual

effort. Those who wait in expectation of some grand scheme for renewal to be announced by me or the provost or the Board of Trustees misunderstand the situation on two counts:

- They fail to recognize that they spend each working day in an environment unimaginably rich in people, ideas, and information. Where else is the potential for renewal as great as it is on a university campus?
- They fail to remember that self-renewal cannot be delegated. Just as the responsibility for learning must be accepted by the individual student, the responsibility for renewal must be accepted by each member of the faculty and staff.

Renewal also requires involvement in research. In the health-related programs on this campus, for example, it is my assessment that we do a good job of delivering services to patients. Patient-care is an essential part of the education of health professionals. But we have got to find ways to strengthen health-related research activities.

Similarly, we must stimulate research throughout the University as a means to faculty renewal and as a necessary prerequisite to a sound instructional program.

In total sponsored research dollars, Ohio State still does not fare as well as it should. We must find ways to bring our performance to the level of those universities with which we are generally compared.

Coming to grips with growing illiteracy

Second, we must come to grips with the growing illiteracy in the classroom. Instruction in the use of English cannot become the monopoly function or the monopoly burden of the Department of English. The basic literacy of Ohio State students is a primary obligation of every instructor in every classroom.

Projecting what we are and what we are about

Third, we must meet the challenge of projecting to the public—from whom our support ultimately comes—what this University is and what it is about. That means we must have a communications climate on this campus which is healthy and open.

I think we have such a climate. Witness the spirited exchange on affirmative action by two members of the faculty in the pages of the Columbus Dispatch. Or the differing views on the Panama Canal question presented by two faculty members on OSU Overview. I think this is healthy. And I fully support ways by which faculty views can be expressed or exchanged in the improved atmosphere of civility which exists today.

An article in the Dispatch, an appearance on television, involvement in civic affairs—these are some of the ways faculty can contribute to improved public understanding. But there is really more to what we must do than communications, a word battered meaningless by overuse.

A better word might be “marketing.” These are new times, and we must begin to market ourselves and our services in ways that have not been required before.

Opening the campus to women and minorities

Fourth, we must find ways to press our efforts to open this campus to women and minorities. We have made significant strides. But along with universities everywhere, we fall short of our best intentions.

This University's commitment to affirmative action and to full access remains firm, but we must move off the plateau we appear to be on in some areas.

I intend to keep pushing us in the direction we must go. But the task of progress belongs to each of us, up and down the line, student, faculty, and staff alike. Each person, in attitude or action, can move us forward or hold us back. I am determined to do my part. But—and I speak now to all members of the faculty and staff—I cannot do yours.

We have also made significant progress in our efforts to make the campus accessible to the physically impaired. The doors are open; the barriers are down. Yet, changing the architecture—an effort in which we have already spent more than \$1 million—was the easy part. Programs and attitudes are more difficult to change.





Expanding opportunities for nontraditional students

Fifth, we must increase our enrollment of nontraditional students. The public need for us to do so is genuine. The possibility of enrollment decline, already mentioned, is real.

It is essential that we broaden our evening program and adapt our procedures to better serve the needs of the nontraditional student. There need be no sacrifice of standards or quality. But we must be prepared to take turns in teaching evening courses, even at some possible cost in personal convenience.

Increasing our support from the private sector

Sixth, we must increase our support from the private sector substantially. More of my time and that of the deans, department chairmen, and faculty themselves must be spent in this area.

The necessity of doing so is clear. The dollars we get from student fees and state appropriations buy less each year. Inflation continues.

Further, we need to increase the University's endowment. Private support has provided budget flexibility and made possible a margin of excellence in our programs. Now it is needed as well to help us maintain long-term budget stability.

The Development Fund will carry the primary staff responsibility for our expanded fund-raising efforts. We have been reviewing with that staff some basic

questions of policy, staffing, and budget. Clearly, if we want to move from roughly \$10 million a year in private support, where we are now, to \$20 million, we will have to spend some money to do so. And I anticipate that before the end of this academic year a substantially more ambitious and comprehensive plan for fund-raising will be developed and announced.

Improving our services to students

Seventh, we need to improve our services to students. Remedial programs, Freshman Foundation, improved recreational opportunities—these have been mentioned already. And we will continue to strengthen specific student programs. But the point I want to make here is to remind all the faculty and staff of the obvious: we are here to serve the students. To the extent that we keep the students' needs foremost in our minds, we will serve them well.

Gaining an individual and collective perspective

Finally, we need to gain some kind of individual and collective perspective on this place and on what we do. If we are not able to sort out serious issues from minor irritations, if we are not able to take some joy and pride in our work, we approach the uncertain future at a considerable disadvantage.

My point about perspective is illustrated by the faculty or staff member who now has available Larkins Hall and other new recreational facilities worth \$10 million and comes away complaining because the locker and towel fee had to be raised to meet higher operating costs. I know that people are going to grouse and complain about things. But their discontent ought to focus on the important, not the trifling. And that calls for perspective.

Ours is a challenging agenda. Recently I was reminded of this by one of the deans who shared with me in a long memo his views of some basic changes which have to be made in his college in educational philosophy, management, and in new directions.

His penetrating analysis underscored again the fact that we are not exempt from the insistent demand for higher performance. We will not survive the scrutiny of a skeptical public without fresh responses to the public need. We dare not base our future on the assumptions of the past.

Winning confidence by serving people's needs

Public support and understanding are not automatically our due merely because we are The Ohio State University. Each year we are obliged to win the people's confidence anew by demonstrating that we serve the people's interests. And in this regard we would be well advised to remember that the people of Ohio are less interested in collective bargaining in higher education than in collective performance.

As we move ahead, I pledge to listen carefully and to try to respond reasonably. But there are strict limits to what an administration can do to bring about the bright future we want for this University.

We can battle for increased funds. We can try to make budget decisions as fair as possible. We can defend the integrity and freedom of the University against those who attack it. We can exhort, cajole, point the way.

This great University has momentum

But there is no way that central administration can revitalize a program, department, or college. Only engineers can see to the continual renewal of the engineering curriculum. Only pharmacists can attend to pharmacy, historians to history, dentists to dentistry.

We are in economic hard times. There are also other forces at work we cannot change, demographic tides carrying us along into tomorrow. We cannot do much about them.

Our heritage propels us forward

There is also a momentum to this great University. Our heritage propels us forward. The University goes on and will have its future, no matter who its faculty or administrators may be.

And we might be tempted to shrug and say, "There is nothing I can do. The issues are too big. The forces are too great." But that would be wrong.

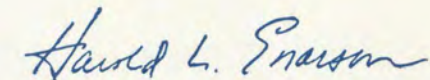
Each of us does have a handhold on the future. For the faculty member it will be found in the classroom or laboratory. That is where the future of this University comes into focus in a personal and immediate way.

Be proud of this University

Ultimately, the future of this University rests with the individual faculty member's ability to teach, to measure personal performance against the high standards of excellence, to identify with the total University and feel a personal share in its successes and its failures.

In the words of James Thurber, "In this light, let's not look back in anger, or forward in fear, but around in awareness."

Be proud of this University and what it stands for. Draw strength from its history and traditions. Take pride in your own contributions and those of your colleagues. These are what really matter in the University. And finally, be assured that across this state we enjoy a reservoir of support and good will far greater than we know. It is a support and good will that the University will continue to have only for so long as we earn it.



Harold L. Enarson
President
The Ohio State University

Highlights of 1976-77

On the landscape of any year, we always remember those special features—milestones, places, achievements, events. The rest of the year gathers around them. They are the fixed points by which we measure our progress, chart our course.

Here are some, the highlights of 1976-77, as prepared by the staff of the Office of Public Affairs.

Physical facilities

Space—from the largest new building to the smallest parking spot—is important to the process of learning and living. Physical space doesn't contain either one, but it goes a long way to provide the best possible environment for both.

Twelve projects were in various stages of completion at the University in 1976-77.

James A. Rhodes Hall—University Hospital is a massive testimonial to the increasing academic and patient-care activity in the medical complex. The \$40.8-million expansion of the hospital was launched officially with a ceremonial ground-breaking honoring Governor Rhodes on September 10. A cornerstone containing artifacts of the occasion was sealed for waiting construction crews.

An architectural and academic link with the past was restored to the heart of the campus with the October dedication of new University Hall, a \$6-million replica of Ohio State's first academic building.

The best in physical education and recreational facilities for students, staff, and faculty was opened in two major projects combining \$10 million in public and privately raised funds.

In the spring, Larkins Hall was dedicated as the major part of an ambitious plan to modernize the University's recreational, physical education, and intramural facilities. Named after the late Richard C. Larkins, longtime director of athletics, it also contains the Michael J. Peppe Aquatic Center and the Paul G. Benedum Recreational Center.

Earlier, three new neighborhood recreational centers were placed in locations convenient to campus users as part of the effort to make facilities available to the University community.

Other buildings dedicated during the year were Charles H. Cook Hall on the Lima Campus; Louis Bromfield Hall on the Mansfield Campus; Sidney L. Pressey Hall, the learning resources center on West Campus; and Wendell Postle Hall at the College of Dentistry.

The clatter and dust of construction were also apparent at the now-completed \$4.5-million Main Library expansion as well as at a new bridge across the Olentangy River at the southwest corner of the campus, an addition to Mershon Auditorium, and the renovation of Hayes Hall.

Teaching and research

The business of education—teaching and the discovery of new knowledge—had its own highpoints on the topography of higher learning at Ohio State University. They could be seen in administrative offices, in classrooms and laboratories, and in field research at home and abroad.

Central to the campus-wide effort were several thrusts for improvement.

A University Task Force on Learning launched a series of four seminars in late 1976 designed to improve classroom instruction. The aim: greater understanding of instructional techniques, the college teachers' purpose, and of students.

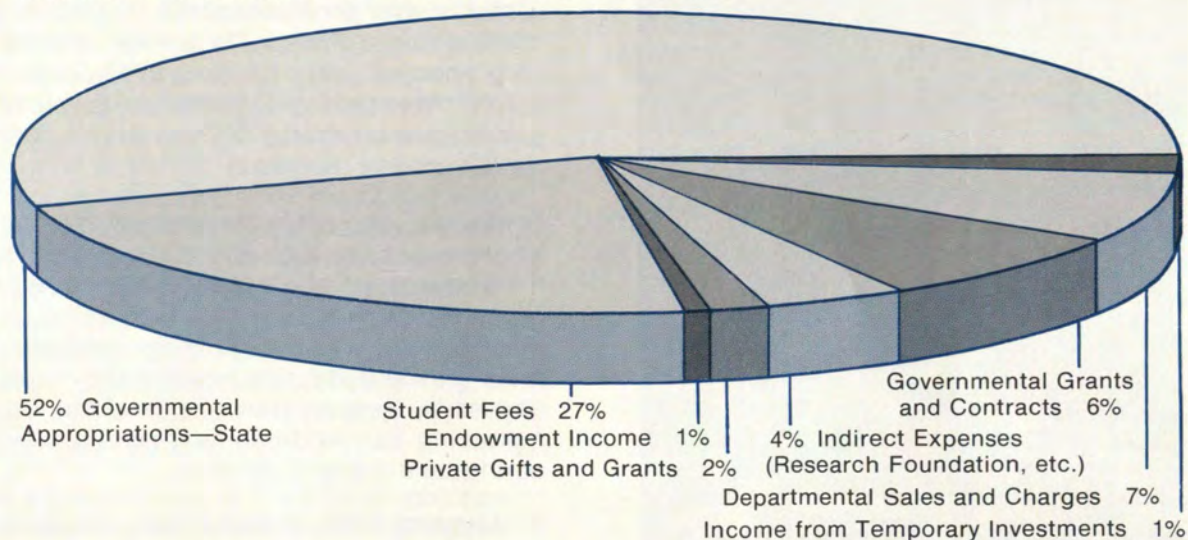
In early winter, Provost Albert J. Kuhn asked the University Senate to join in a major effort to instill greater quality in faculty, instruction and research, remedial instruction, and student evaluation of teaching. Shortly after, the provost appointed a Task Force on Research and gave it the charge of searching out barriers to research. A report was to be completed in the fall of 1977-78.

Meanwhile, intense activity was under way in research projects ranging from Ohio to the Polar ice cap and to the mysteries of outer space.

At home, the University joined six other institutions in a major study of future energy development in the Ohio River Basin. In the fall of 1976, President Enarson reminded civic club members in Troy, Ohio, that important solutions to the nation's energy crisis would come from the nation's

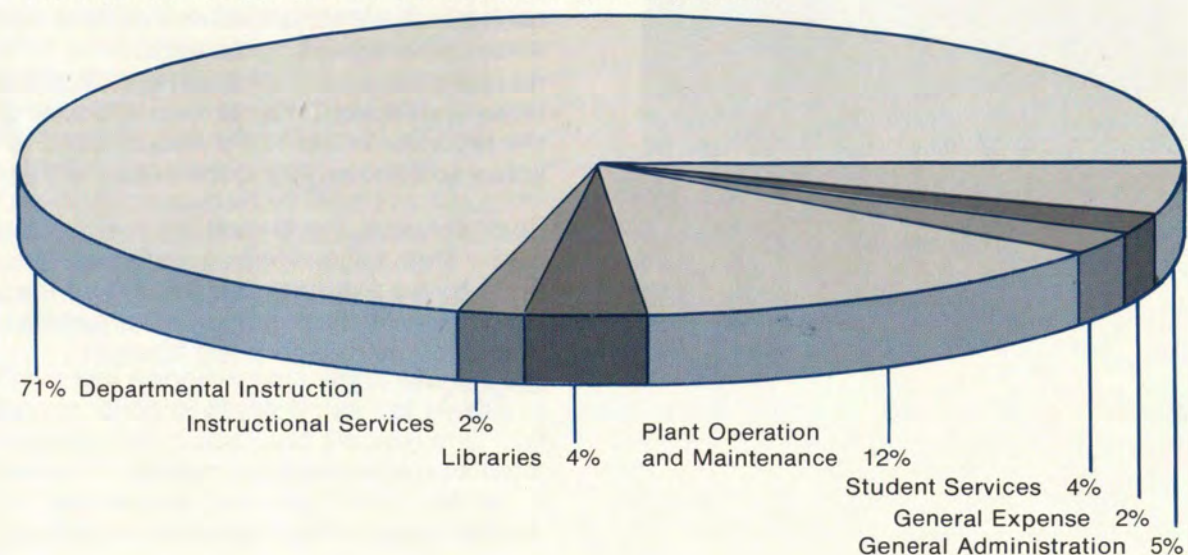
Income for instruction and general purposes

Total income \$192,400,000 for instruction and general purposes



Expenses for instruction and general purposes

Total expenses \$183,900,000 for instruction and general purposes





resources in higher education. A few months later, in the midst of a record cold winter, it was announced that microbiologist Patrick Dugan was at work on a process using bacteria to remove sulphur from coal and to enhance its use as a substitute for dwindling and more costly oil reserves in the world.

Elsewhere, danger in the earth rather than its resources was the subject of research in the Department of Geodetic Science. A recent Ph.D. graduate proposed using laser beams, which have been used to measure the distances between the moon and earth, to study movements of the menacing San Andreas fault zone of earthquake-prone California.

At the same time, Robert Dixon, assistant director of the Ohio State-Ohio Wesleyan Radio Observatory, and a team of mostly volunteer assistants were busy scanning the depths of outer space for signals to show that earthmen are not alone in the universe. In the equally alien worlds of the Andes Mountains and Anarctica, researchers in the Institute of Polar Studies investigated world climate variations and the behavior of the world's southernmost active volcano on Anarctica's Ross Island.

Back at home, the largest grant of its kind—\$1.4 million—was awarded to Ohio State by the National Endowment for the Humanities for the development of a model system of instruction in six foreign languages.

Some unique modes of travel were the subject of other research efforts. One was a working prototype of a six-legged computer-monitored "bionic bug," a walking machine for working in fragile environments. This was a companion project to a study of human locomotion. In the Department of Aviation, a new aircraft wing was developed with the potential for greatly improving fuel economy, efficiency, and performance of general types of aircraft.

And there were other major University programs with far-reaching impact on the physical and social well-being of Ohioans and others in the nation.

The University was chosen as the site of a \$1-million national Cancer Research Center, one of only a few in the United States. Efforts to provide facilities and staff for the center were also launched. An increase in state appropriations was received to fill both faculty and curriculum needs to shore up accreditation at the College of Dentistry.

To help combat the costly social and personal ravages of crime, the Center for Vocational Education received a total of \$500,000 in federal and other grants to make entrance into a classroom the best way out of prison.

At the heart of all the academic effort, symbolically if not in fact, were eight members of the faculty, each a recipient of the annual Alumni Awards for Distinguished Teaching. They are William L. Berry, Academic Faculty of Management Science; Vera Blaine, Department of Dance; Joan E. Gritzmacher, Department

of Home Economics Education; Thomas G. Hayes, Department of Anatomy; George Kalbouss, Department of Slavic Languages and Literatures; Donald Sanders, a joint appointee in the Academic Faculties of Labor and Human Resources and of Educational Development; Helen Swank, Music Education Division; and Carole Widick, Academic Faculty of Special Services.

Leadership

Trustee, administrative, and academic leadership needs were met in key positions, some of them newly established.

On the Board of Trustees, John L. Gushman of Lancaster was elected chairman for 1977-78. The newest appointee to the Board was John F. (Jack) Havens, Columbus businessman and chairman of the Development Fund's board of directors.

In the colleges, Dr. Robert O. Washington became dean of the newly established College of Social Work and immediately began efforts to make the unit a leader in the nation. In the College of Pharmacy, already nationally recognized as among the best, Dean Lloyd M. Parks retired after 21 years. Albert H. Soloway was appointed his successor. Donald D. Glower became dean of the College of Engineering a few months after the retirement of Harold A. Bolz.

During the year, 14 individuals were either appointed or took office as chairpersons or acting chairpersons of academic faculties or departments. They are: Wesley D. Anderson, chairperson, veterinary

anatomy; David P. Benseler, chairperson, German; Charles H. Brewer Jr., chairperson, Department of Architecture; Thomas J. Burns, chairperson, accounting; Larry C. Carey, chairperson, surgery; Andrew H. Chen, acting chairperson, finance; Tien Y. Chen, acting chairperson, civil engineering; Martin D. Keller, acting chairperson, preventive medicine; Hsien C. Ko, chairperson, electrical engineering; H. Lee Mathews, chairperson, marketing; Devon W. Meek, chairperson, chemistry; Juan F. Sotos, acting chairperson, pediatrics; Walter L. Starkey, acting chairperson, mechanical engineering; and Jacques L. Zakin, chairperson, chemical engineering.

A significant era in Ohio State athletics ended with the retirement of Ed Weaver, athletic director, and another began with the appointment of his successor, Hugh D. Hindman.

Societal and institutional changes were reflected in four appointments during the fiscal period. Mary Irene Moffitt began work as the first permanent director of the Office of Women's Studies. Charles Batey began his first full year as director of affirmative action. Walter Craig was appointed University ombudsman. And Phyllis J. Bailey was appointed as assistant director of athletics in charge of women's intercollegiate sports, the first person to hold that title.

Other key appointments were: Mary K. Beyrer, director of the School of Health, Physical Education, and Recreation; Elaine H. Hairston, assistant vice president for Registration Services; Alan J. Miller, director of University Public Safety; Robert



F. Redmond, director of the Engineering Experiment Station; William J. Studer, director of University Libraries; William E. Vandament, executive assistant to the president and director of Budget and Resources Planning; Jewell L. Vroonland, director of the Admissions Office; and Elizabeth L. Young, director of the Telecommunications Center.

Students

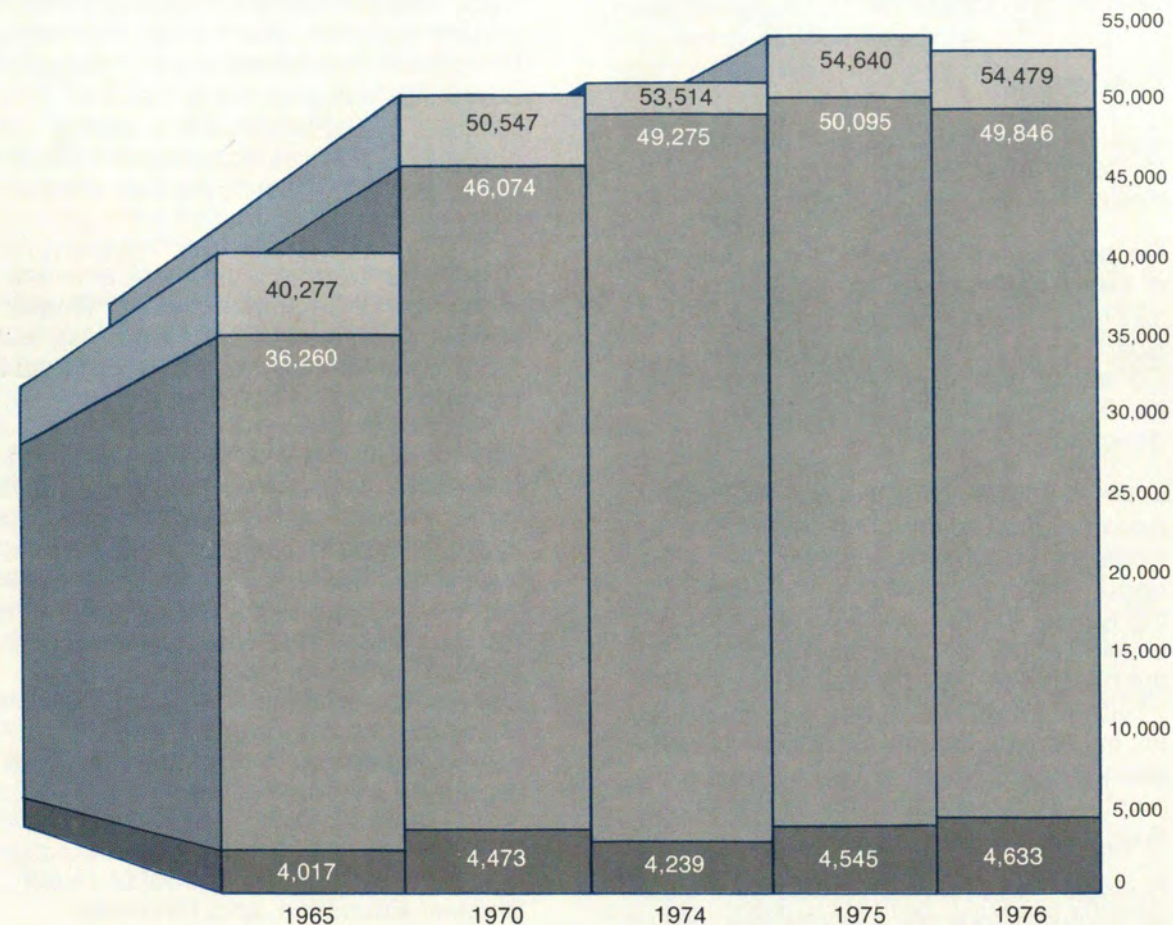
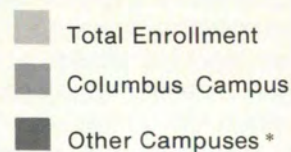
Total University enrollment for Autumn Quarter 1976 was 54,479, with 49,846 students enrolled on the Columbus Campus. University enrollments were 33 percent higher than in 1966, but the total enrollment in 1976 decreased by 61 (and that of the Columbus Campus by 249) compared with Autumn Quarter 1975.

Although small when compared to total enrollment, these figures demonstrate that enrollments have begun to stabilize. Moreover, as we look toward reduced numbers of high school graduates in the late 1970s and early 1980s, the University is challenged to create new approaches to attract and enroll prospective students, especially from less traditional sectors of our society.

Our efforts to facilitate adult enrollment by providing more part-time and evening educational opportunities have produced a higher percentage of older students than was enrolled in 1966.

While the number of Columbus Campus students who are under 21 dropped by 3 percent during the past decade, the number of students who are more than 24 years of age increased by 36 percent.

Enrollment



* Regional Campuses at Lima, Mansfield, Marion and Newark; Agricultural Technical Institute at Wooster; Ohio State University Graduate Center at Dayton.

During 1976-77, the University received 17,041 new first-quarter freshman applications, with 10,103 new freshmen subsequently enrolling. The mean high school grade-point average of our entering freshmen continued to be above that for freshmen entering all four-year public institutions in Ohio.

Further, 33.5 percent of the University's entering freshmen during Autumn Quarter 1976 had high school grade averages of 3.5 or above, compared with only 30.2 percent of all freshmen entering Ohio's public universities. These data indicate that our freshman class continues to be above average, and we are expanding efforts to attract more students of honors caliber.

In a related effort, three new honors courses were added—sociology, botany-zoology, and history—to serve the 2,500 students in the honors program.

Moreover, the numbers of National Merit/National Achievement scholars grew to 162 during 1976-77.

At the same time, the introduction of Mathematics 100 showed great promise in bringing students who have math deficiencies up to minimum requirements.

These students could have chosen no better academic models than nine students who graduated during the year with perfect 4.0 grade-point averages. Eight of them graduated in June, the second highest number in the history of the University. There were 12 in 1975.

The Ohio State University has been conferring degrees during the last 100 consecutive years, beginning with the first six degrees awarded in 1877-78 and including 10,517 degrees conferred during 1976-77. During the last century the University has awarded 257,349 degrees, 38 percent of which have been conferred in the last 10 years—more than were awarded during the first 75 years of the University's history.

Seven graduate students and three recent graduates were honored with \$300 Alumni Awards and certificates for excellence in research and creative achievement.

Fifty-five undergraduate journalism students won awards for outstanding work and scholastic achievement.

Student activities that provide preparation for civic and social life also reflected a successful year. In addition to off-campus attractions, both student unions had their biggest year of activity since the first one—the Ohio Union—was built. The Ohio Union and Drake Union felt the tread of more than 20,000 students a day. In addition to regularly scheduled activities, the two unions held 125 special events a day, an increase of 30 percent over the previous year.





Women and minorities

The Commission on Women and Minorities issued its final report with a clear portrait of much work yet to be done in affirmative action hiring practices. But it praised the actions of Student Services and the success of the student enrollment and retention efforts of the College of Engineering.

The nationally recognized graduate program for minority students continued its accustomed success with the University awarding 101 graduate degrees to black students—24 doctoral degrees and 77 master's.

This program drew praise from Vernon E. Jordan Jr., executive director of the National Urban League, who had been a guest speaker at the Graduate School's annual Visitation Day for prospective students the year before. The program "is the kind that ought to be emulated by other top universities," he said.

More than 100 minority students talked, listened, and learned in special summer programs designed to prepare them for the demands of academic and psychological stresses of classwork in the fall. There were 75 enrolled in a six-week session prior to the start of their freshman year. The program, supported with a federal grant, emphasized self-awareness and learning resources. In a program sponsored by the Office of Minority Affairs under a federal grant, 37 students aiming for health careers went through an intensive 10-week program of preliminary academic preparation.

There were other advances for women and minorities, too.

In June, both the Army and Navy ROTC programs set precedents by commissioning their first women. Army commissions as second lieutenant went to Mary Catherine Jackson of Cleveland and Mira Louise Kahn of Needham, Mass. Starting her new duties with the Navy was Ensign Eugenia M. Troughton.

The women's athletic program took a giant step ahead this year as grant-in-aid support was awarded to 41 women athletes, the first ever given to women at the University.

During the past 10 years several positive changes for women and minorities have occurred in our enrollments.

The number of women students has increased 61 percent. In post-baccalaureate work, this increase is even more significant: 146 percent more women are enrolled in the Graduate School and 553 percent more women in our professional colleges.

Available data on minority enrollments indicate there has been a significant increase (43 percent) over the past five years, with 3,434 Afro-American, American Indian, Oriental, and Spanish-surnamed students on the Columbus Campus in Autumn Quarter 1976, representing an eight percent increase compared with the previous year.

Development

Private contributions to the University reached an all-time high this fiscal year with the donation of \$9,800,441 in cash and other tangible assets through the Development Fund. The total surpassed the previous year by nearly \$2 million, an increase of 22.8 percent.

The record fund-raising effort was made possible by another record of 43,039 donors who gave during the fiscal period. The number of donors increased by nearly 5,000 over 1975-76, a jump of 13.6 percent.

A number of major gifts contributed greatly to our fund-raising success.

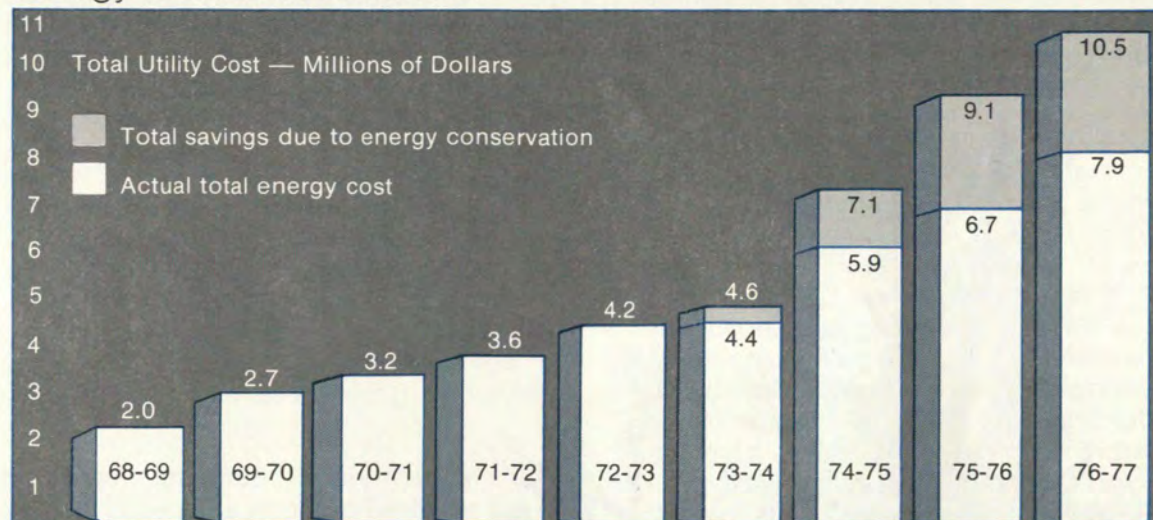
The William H. Davis Professorship in the American Free Enterprise System was made possible by the donation by Mr. Davis and his wife, Dorothy, of a shopping center worth \$675,000.

Samuel M. Melton's gift of \$500,000 established the Melton Center for Jewish Studies.

The Battelle Memorial Institute Foundation gave \$656,000 to establish 10 to 20 annual scholarships of \$1,500 each over a 10-year period. This gift, the Battelle Scholars Program, is designed to assist students with high leadership potential.

John W. Galbreath, internationally known Columbus realtor, will be honored by an endowed chair in real estate to be established with \$1 million to be raised through the Development Fund in cooperation with the Ohio Association of Realtors.

Energy conservation results



Energy conservation

Through the University's energy conservation program, we are continuing efforts to ensure the most effective use of our energy resources and to provide the techniques and alternate fuel sources necessary to cope with future energy emergencies.

During 1976-77 these efforts resulted in reducing the University's natural gas and fuel oil consumption by 45 percent and electrical consumption by 14.8 percent, compared with 1972-73 before the program was initiated. Although the cost for energy continues to increase because of rapidly rising fuel and electric rates, our reduced consumption translates into \$2.6 million in energy cost avoidance for 1976-77, and a total of \$6.4 million since our program was started.

These reductions in consumption have been achieved despite the increased energy demands of new facilities, including more than 298,000 square feet of space added last year. A major reason for this success continues to be the modifications of building energy systems to ensure the most efficient and cost-effective use of energy.

The extremely cold weather during the winter of 1976-77 resulted in drastic curtailments in our natural gas supply, including reductions in our "exempt" allocations for the Hospitals and South Campus residence halls.



Because of these curtailments and the prolonged cold temperatures, we were forced to adopt emergency measures to achieve maximum reduction in building operations. Through these efforts we reduced our consumption of natural gas and fuel oil by 3.4 percent compared with 1975-76. Moreover, without these actions, we estimate that the cold weather would have caused our fuel consumption to increase by 7 percent.

The curtailments of our natural gas supplies also intensified our need for additional fuel oil, a problem compounded when our contract supplier reduced our fuel oil allocation by 20 percent. To ensure that the University would have adequate fuel, we conducted a nationwide search and obtained commitments for a total of up to 400,000 gallons to meet our emergency needs.

For this coming winter, the University has taken additional steps to reduce our dependence on natural gas and increase fuel oil storage capacity.

We have converted 27 outlying boiler plants so that either fuel oil or natural gas can be used, and we have installed an additional 15 fuel oil storage tanks to supply these boiler operations. We also installed a 50,000-gallon storage tank at McCracken Power Plant and acquired a tank truck to transport fuel oil from one facility to another should any spot shortages develop.

In addition, Ohio State and nine other Ohio colleges and universities have made a 1.6-million-gallon cooperative fuel oil purchase negotiated with the assistance of

the Ohio Board of Regents. We have leased 300,000 gallons of storage capacity in Springfield, Ohio, to hold these reserve supplies. These measures have increased our fuel oil storage capacity by 65 percent to ensure our having adequate supplies of fuel oil even in the most severe weather.

Other highlights

Among other notable achievements, events, and milestones were these:

Public Affairs. Communications, inside our own University and to external groups, changed markedly.

Information about important academic programs and achievements at the University reached a wider national and statewide audience through media normally aimed at followers of the athletic teams of Ohio State. As part of a program begun two years ago, viewers of nationally televised football games saw brief filmed segments on University successes. Other "spots" were carried by WOSU-TV, which used its mobile units to broadcast Buckeye games to 400,000 fans. Messages were also published in athletic programs distributed at home games.

The weekly faculty and staff newspaper, *On Campus*, published by the Office of Communications Services, got a bright new face in a change in format to improve readability. In addition, two special issues—on teaching and on research—were the first of a continuing series of specials.

A new half-hour television program, *OSU Overview*, was broadcast weekly to increase the breadth of communication about the University and its achievements. The growth of radio programming gave an added dimension to mass-media communication.

Lincoln Tower. Improvements in a variety of administrative services on campus were made possible by the move of several offices into space in Lincoln Tower, converted from dormitory use to provide additional facilities for records, admissions, traffic and parking, and other units.

Physically impaired. More than \$1 million in campus improvements for the physically impaired were made or nearly completed during the year, including modifications in 75 buildings on the Columbus Campus and in others on regional campuses. The work included installation of new elevators and auxiliary controls for others, door modifications, signs marking the special facilities, and ramps at curbs and building entrances.

Special help for those having special needs illustrates the kind of effort being made on campus to provide access to opportunity as well as buildings. Faculty at the College of Dentistry developed a special mouth-operated telescopic instrument which allows Robert Spencer, a paraplegic artist, to paint.

Campus crime. A combination of increased vigilance by campus security personnel and a greater willingness of the

University community to help prevent crime resulted in a 15 percent decrease in the campus crime rate compared to 1975. Property damage also decreased, and there were no traffic fatalities.

Ohio Leadership Survey. The Office of Public Affairs, with the help of the Behavioral Sciences Laboratory, sought the views of key opinion shapers in the state about Ohio State's size, effectiveness, rank among other institutions, and many other topics. Replies provided a good chart of past performance and directions for the future. Respondents gave the University a high academic rating and said it was doing well in providing access to a varied student body, in helping farmers, and training professionals. But respondents urged improvement in teacher preparation and other academic areas as well as help to industry and increased career preparation.

Project 60. The Ohio General Assembly lowered the age of eligibility—from 65 to 60—in the tuition-free educational program for older citizens. This opened the door to benefits for more persons, but it didn't benefit Charles Wagner, the oldest student in the program at age 94. Mr. Wagner already was attending classes on the Mansfield Campus.

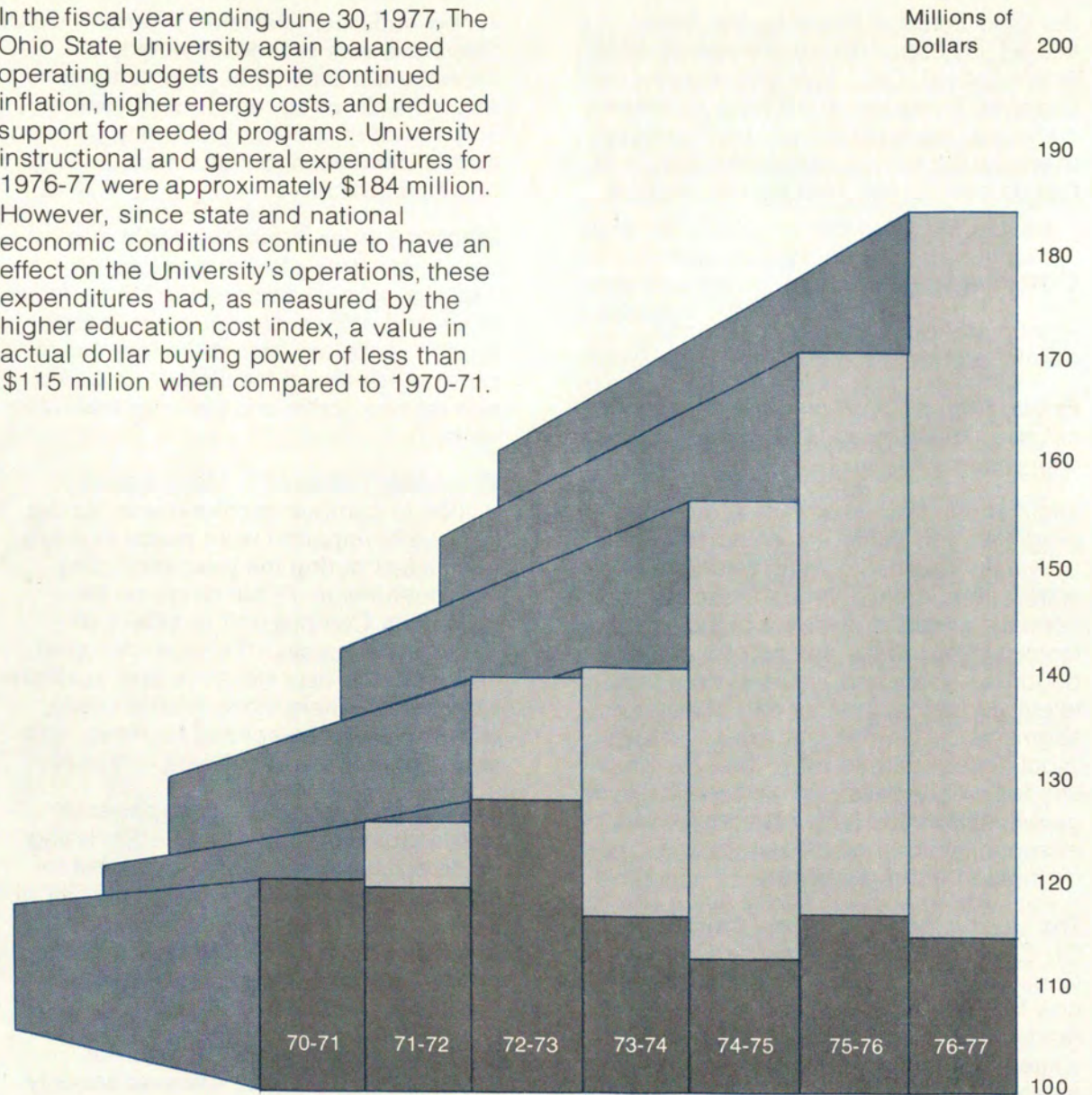
Financial review

In the fiscal year ending June 30, 1977, The Ohio State University again balanced operating budgets despite continued inflation, higher energy costs, and reduced support for needed programs. University instructional and general expenditures for 1976-77 were approximately \$184 million. However, since state and national economic conditions continue to have an effect on the University's operations, these expenditures had, as measured by the higher education cost index, a value in actual dollar buying power of less than \$115 million when compared to 1970-71.

Effect of inflation on OSU budgets

While OSU's appropriations and other income have grown since 1970, they have not kept pace with the rate of inflation as measured by the national cost index for higher education. The University's instructional and general expenditures have actually decreased in value since the reference year of 1970 when compared in constant dollars.

- OSU Expenses (Current Dollars)
- OSU Expenses (Constant Dollars)



The University's success in maintaining and improving support services during 1976-77 was achieved through greater economies in operation, improved management practices, and the conservation and reallocation of resources. The level of full-time staffing in the support areas within the Office of Business and Administration has been reduced by more than 10 percent over the past five years (1,740 in July 1977, from 1,947 in July 1972) while the number of Columbus Campus students whom we serve directly rose by more than 8 percent. At the same time, our goals of improved performance and better delivery of services without increased resources are being achieved through the implementation of University plans which require us to do more with less funds.

The focus of our continuing program to improve operational and managerial performance has produced many important financial dividends. The reassignment of personnel responsibilities in the treasurer's area has resulted in more efficient cash management practices and in the generation of additional income through the investment of cash balances in University checking accounts. We estimate that this program will provide more than \$800,000 in additional earnings during 1977-78 to benefit both academic and support operations within the University.

Another facet of our goal to conserve University resources is the emphasis being placed on an adequate facility maintenance program to support a physical plant whose estimated replacement value is almost \$1 billion. Although the age of facility expansion is drawing to a close, a critical need exists for continued utilities and renovation appropriations to ensure that our facilities will be fully usable to support the University's academic programs in a cost-effective manner. Inherent in our capital planning requirements are essential renovation projects to meet those needs and to avoid incurring even larger deferred maintenance costs in the future.

To assist in establishing the specific issues and priorities we will need to address during the 1977-79 biennium, we recently surveyed University departments to evaluate the effectiveness of our services. The needs identified in the survey responses have been incorporated into our planning process. The results of this and other periodic surveys indicate continued improvement in our responsiveness to the priorities and needs of the University community and validate the success of our commitment to strengthen the overall quality of University management.



Edward Q. Moulton
Vice President
for Business
and Administration

Management Improvement Program

During 1976-77 we expanded efforts through our Management Improvement Program to upgrade the quality of management throughout the University. Management improvement seminars were conducted to provide senior administrators with continuing management education opportunities in the areas of modern inventory management, planning and developing University information systems, implementing our new equipment replacement reserve program, budgeting, and personnel selection and evaluation. In addition, we conducted management development seminars to provide additional training and information for self-development for individuals in middle-level administrative positions across campus. Each of these two-day seminars focused on the application of current management theory and practices within the University environment. We believe these programs have been instrumental in providing the training and information to enable University administrators and managers to use better management techniques. The sessions continue to be well-received by individuals attending from all areas of the University community.

The Management Improvement Program places a strong emphasis on staff development and training to achieve greater productivity from our human resources. Our goal is to provide, for all

levels of personnel, better training, expanded opportunities to improve job performance and enrichment, and new assignments and promotions for qualified individuals. Within each area we are identifying individuals who have the potential for accepting increased responsibilities, and we are developing plans to provide these persons with appropriate challenges and training.

Equipment replacement reserves

The Management Improvement Program also emphasizes direct assistance to departments in identifying specific problems and defining areas for improvement. In the past, one such problem has been the lack of available funds for replacement of major equipment items because of inadequate planning to meet replacement needs. To assure the availability of funds to maintain adequate levels of equipment, we have established equipment replacement reserves for all areas within the Office of Business and Administration. During 1976-77, we developed a payment contribution schedule to fund the reserve accounts that permits our areas to gradually increase contributions to meet peak-year replacement needs in the most economical way. The reserves have been funded through internal reallocations without the need for additional budget appropriations.

The equipment replacement reserve concept also is being used as a management tool to evaluate the potential costs and benefits of extending the useful life of present equipment versus purchasing new equipment. The information provided by equipment



replacement schedules enables our managers to use cost/benefit analysis effectively in making equipment replacement decisions in addition to ensuring that the funds needed for replacement are available.

Financial accounting system

On July 1, 1977, the University implemented a new financial accounting system that provides greater processing efficiency, allows for better control of individual cost centers, and provides appropriate summary data for management reporting and review of fiscal operations. The implementation of this new system was the culmination of a two-year effort, during which all colleges and administrative offices were asked for input on the design of the system's procedures and reports. Before the system became operational, extensive coordination and training involving all areas of the University were required to ensure the success of our conversion to the new system. That conversion has been accomplished in a smooth and orderly way. During 1977-78 University departments will be able to obtain improved budgetary and financial control information in a more timely manner through a system that is responsive to their individual needs.

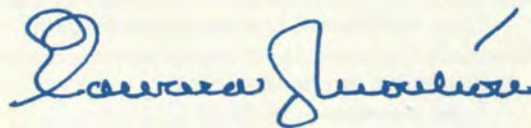
Energy conservation

Once again the University's nationally recognized energy conservation program resulted in significant reductions in consumption of natural gas, fuel oil, and electricity. These efforts to ensure the most effective use of our energy resources have resulted in a total energy cost avoidance of

\$6.4 million since the program was started in 1973-74. Moreover, these reductions in consumption have been achieved while meeting the additional energy needs for new facilities and in spite of rapidly rising fuel and electric rates. Additional details of this highly successful program are contained in the Highlights section of this report.

Management for excellence

The University will continue to emphasize economical management of its programs, services, and facilities and to stress the necessity of reducing costs in all areas. However, basic educational costs for all University operations are expected to continue their inflationary rise during the foreseeable future. Our cost-reduction measures will provide part of the necessary revenues, but state and federal support and giving from the private sector also must increase if our academic excellence, research, and public service are to improve or even remain at current levels. The Ohio State University remains committed to excellence in all of our programs and services. The wise management of our resources and necessary funding from other sources will enable us to realize this commitment to the benefit of our students and the people of Ohio.



Edward Q. Moulton
Vice President for
Business and Administration



Balance sheet*

Assets

June 30, 1977

Current Funds

Thousands of dollars

General

Cash and investments	\$52,900	
Accounts receivable	24,300	
Inventories	6,500	
Other assets	2,000	
Total General		\$ 85,700

Auxiliary Enterprises (athletics, bookstores, residence halls, etc.)

Cash and investments	\$ 5,400	
Accounts receivable	900	
Inventories	2,400	
Total Auxiliary Enterprises		\$ 8,700

Restricted

Cash and investments		
Total Restricted		\$ 10,600
Total Current Funds		\$105,000

Loan Funds

Cash	\$ 2,500	
Notes receivable	32,000	
Total Loan Funds		\$ 34,500

Endowment Funds

Investments

Common stocks (market value \$32,000,000)	\$28,400	
Real estate	4,700	
Corporate securities	22,800	
United States Treasury Bonds	1,000	
Total Endowment Funds		\$ 56,900

Annuity and Life Income Funds

Cash and investments		
Total Annuity and Life Income Funds		\$ 1,300

Plant Funds

Unexpended plant funds

Cash and investments	\$ 900	
State appropriations receivable	43,100	
Due from current funds	100	
Total Unexpended Plant Funds		\$ 44,100

Retirement of indebtedness funds (held in custody of trustees)

Total Retirement of Indebtedness Funds		\$ 5,200
--	--	----------

Investment in plant (land, improvements, buildings, construction, instructional equipment, etc.)

Total Investment in Plant		\$559,100
Total Plant Funds		\$608,400

Total Assets

\$806,100

(All investments and inventories are shown at cost.)

* All figures are from the preliminary consolidated report.

Liabilities and fund balances

June 30, 1977

Current Funds	Thousands of dollars	
General		
Accounts payable and accrued expenses	\$ 8,700	
Salaries and wages payable	11,500	
Advances for sponsored programs	1,200	
Deferred income	4,000	
Fund balances	60,300	
Total General		\$ 85,700
Auxiliary Enterprises (athletics, bookstores, residence halls, etc.)		
Accounts payable and accrued expenses	\$ 1,600	
Salaries and wages payable	300	
Deferred income	1,700	
Due to unexpended plant funds	100	
Fund balances	5,000	
Total Auxiliary Enterprises		\$ 8,700
Restricted		
Accounts payable and accrued expenses	\$ 200	
Salaries and wages payable	300	
Fund balances	10,100	
Total Restricted		\$ 10,600
Total Current Funds		\$105,000
Loan Funds		
Fund balances		
Total Loan Funds		\$ 34,500
Endowment Funds		
Mortgage payable	\$ 300	
Principal of endowment funds	46,500	
Undistributed net gain on group investments sales	10,100	
Total Endowment Funds		\$ 56,900
Annuity and Life Income Funds		
Fund balances		
Total Annuity and Life Income Funds		\$ 1,300
Plant Funds		
Unexpended plant funds		
Improvements	\$ 2,000	
Buildings	35,100	
Remodeling and renovation	7,000	
Total Unexpended Plant Funds		\$ 44,100
Retirement of indebtedness funds		
Total Retirement of Indebtedness Funds		\$ 5,200
Investment in plant		
Total bonds payable	\$ 32,500	
Net investment in plant	526,600	
Total Investment in Plant		\$559,100
Total Plant Funds		\$608,400
Total Liabilities and Fund Balances		\$806,100

* All figures are from the preliminary consolidated report.

Current income and expenses*

Income

July 1, 1976 to June 30, 1977

Instruction and General

Thousands of dollars

State appropriations	\$104,800
Student fees	50,200
Investment income, gifts, grants, and contracts	23,500
Departmental sales and charges	13,900
Total Instruction and General	\$192,400

Organized Research

Investment income, gifts, grants, and contracts	
Total Organized Research	\$ 23,000

Public Services

Cooperative Extension Service	\$ 16,300
University Hospitals	78,000
Other public services	12,900
Total Public Services	\$107,200

Auxiliary Enterprises (athletics, bookstores, residence halls, etc.)

Total Auxiliary Enterprises	\$ 33,800
------------------------------------	------------------

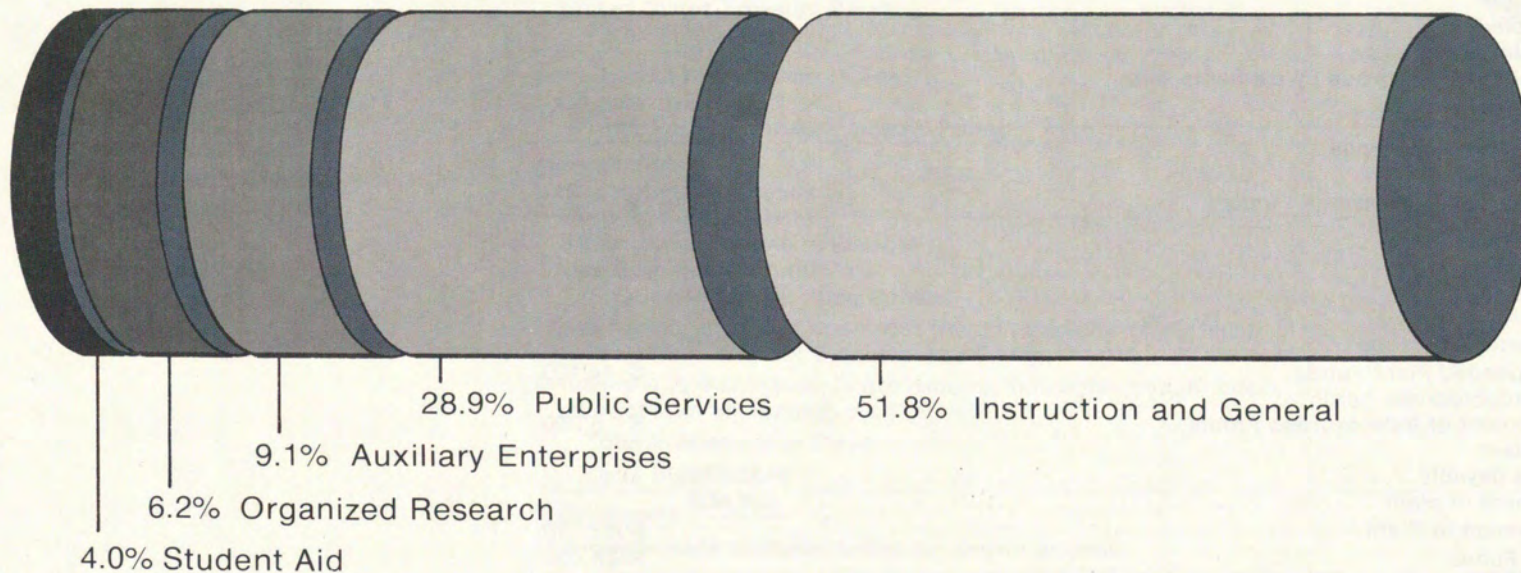
Student Aid

Total Student Aid (from investments, gifts, and grants)	\$ 14,900
---	-----------

Total Current Income

\$371,300

* All figures are from the preliminary consolidated report.

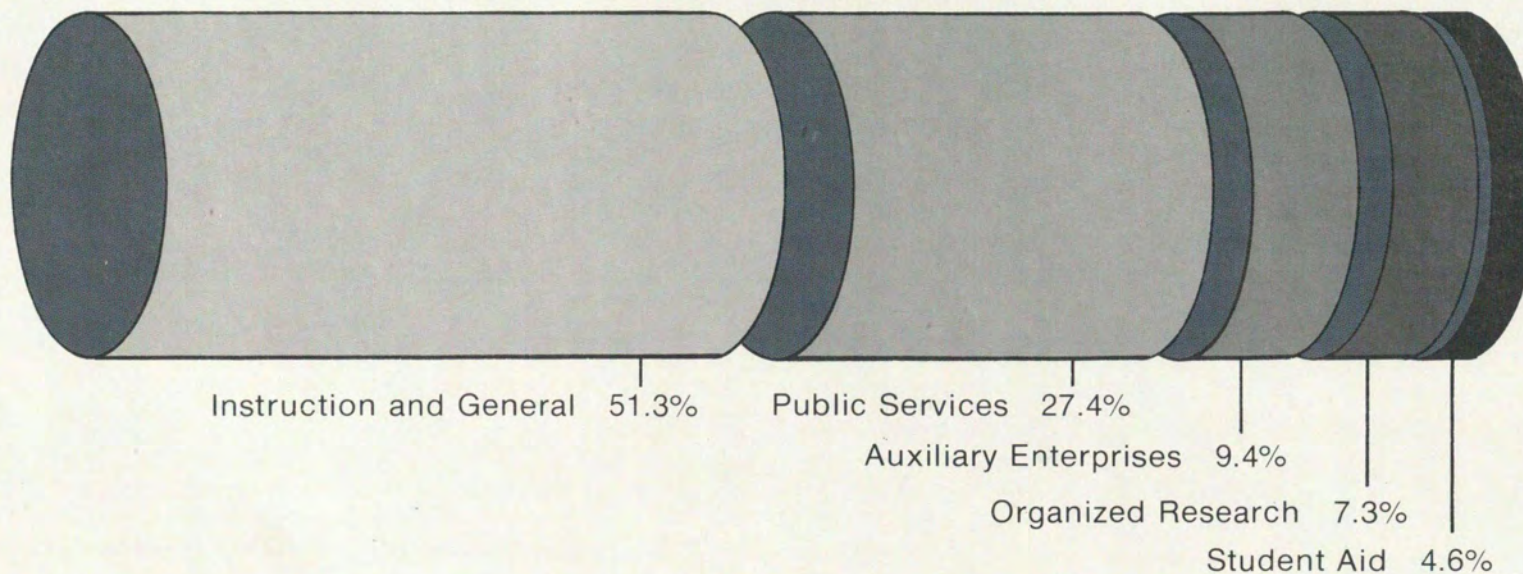


Expenses

July 1, 1976 to June 30, 1977

	Thousands of dollars
Instruction and General	
Departmental instruction	\$130,100
Instructional services	3,900
Libraries	6,800
Plant operation and maintenance	22,900
Student services	7,500
Support services and administration	12,700
Total Instruction and General	\$183,900
Organized Research	\$ 26,300
Public Services	
Cooperative Extension Service	\$ 16,500
University Hospitals	65,900
Colleges and departments	15,800
Total Public Services	\$ 98,200
Auxiliary Enterprises (athletics, bookstores, residence halls, etc.)	
Total Auxiliary Enterprises	\$ 33,800
Student Aid	
Total Student Aid (scholarships, grants, fellowships, fee waivers, etc.)	\$ 16,600
Total Current Income	\$358,800
Excess of Current Income over Current Expenses	\$ 12,500

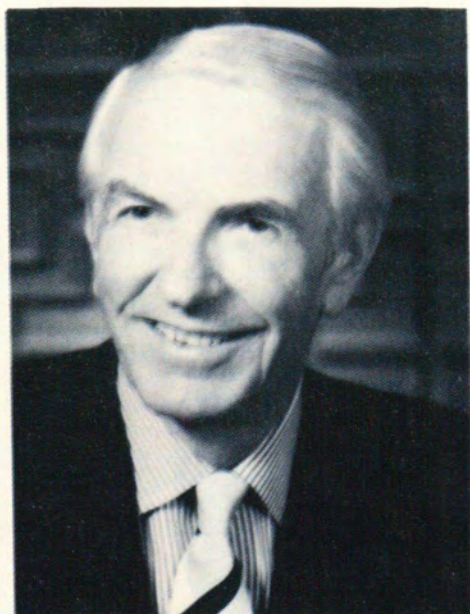
* All figures are from the preliminary consolidated report.



Board of Trustees

M. Merle Harrod, Chairman
John L. Gushman, Vice Chairman
John H. Dunlap
Howard D. Sirak, M.D.
Patricia D. James (Mrs.)
Chester Devenow
Warren J Smith
John D. Jacob, D.D.S.
Donald J. Hilliker

Edward Q. Moulton, Secretary



M. Merle Harrod
Chairman of the Board

President's Staff

Harold L. Enarson
President

Albert J. Kuhn
Provost

Edward Q. Moulton
Vice President for Business and
Administration and Secretary of the
Board of Trustees

Richard Armitage
Vice President for Student Services

Edwin M. Crawford
Vice President for Public Affairs

John T. Bonner Jr.
Vice President for Educational Services

Henry G. Cramblett
Acting Vice President for Medical Affairs

John T. Mount
Vice President for Regional Campuses

Madison H. Scott
Vice President for Personnel Services

William E. Vandament
Executive Assistant to the President
and Director of Budget and Resources
Planning

Eric R. Gilbertson
Executive Assistant to the President



Albert J. Kuhn
Provost

